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THE MODULE--A NEW MODE FOR GAINING FLEXIBILITY.

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FLEXIBLE SCHEDULING BENEFITS BOTH STUDENTS AND TEACHERS BECAUSE, IN ANY SPECIFIC SCHOOLS EDUCATIONAL PROGRAM, IT MAKES THE BEST AND MOST APPROPRIATE USE OF TIME, SPACE, EQUIPMENT, AND TEACHERS TALENTS. SUCH SCHEDULING HAS BEEN USED SUCCESSFULLY AT MINNETONKA EAST JUNIOR HIGH SCHOOL, WHERE THE SCHOOL DAY IS DIVIDED INTO 15 DAILY TIME MODULES OF 28 MINUTES EACH. STUDENTS USE ONE MODULE FOR LUNCH AND 14 FOR CLASSES, WITH TWO MODULES PER DAY DEVOTED TO SOME SUBJECTS AND ONE TO OTHERS. TEACHERS USE 10 FOR TEACHING, THREE OR FOUR FOR PREPARATION AND EVALUATION, AND ONE FOR LUNCH. WITH THIS SCHEDULE STUDENTS ARE ABLE TO FOLLOW A FOREIGN LANGUAGE SEQUENCE THROUGHOUT THE 3 YEARS OF JUNIOR HIGH SCHOOL AND CONTINUE IT IN HIGH SCHOOL THROUGH THE 12TH GRADE IF THEY DESIRE. THE ARTICLE INCLUDES SAMPLE SCHEDULES FOR TEACHERS AND STUDENTS AND A CHART OF CURRICULUM OFFERINGS IN GRADES 7 THROUGH 9, SHOWING THE NUMBER OF SCHEDULE MODULES DEVOTED TO EACH SUBJECT DAILY. THIS ARTICLE IS PUBLISHED IN THE "MINNESOTA FOREIGN LANGUAGE BULLETIN," VOLUME 7, NUMBER 2, JANUARY 1967. (AM)

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(EDITOR'S NOTE: ONE OF THE GREATEST PROBLEMS IN DEVELOPING A LONG UNINTERRUPTED SEQUENCE OF FOREIGN LANGUAGE INSTRUCTION IN MINNESOTA IS THE DIFFICULTY OF SCHEDULING IN GRADES SEVEN AND EIGHT. IN AN ARTICLE IN THE MINNESOTA FOREIGN LANGUAGE BULLETIN, VI:1-5, MAY 1966, "CAN FLEXIBLE SCHEDULES AFFECT FOREIGN LANGUAGE ENROLLMENTS," MR. ALMON HOYE, PRINCIPAL, MINNEAPOLIS MARSHALL HIGH SCHOOL, REPORTED SOME EXCITING NEW PATTERNS THAT ARE NOW EMERGING. MR. L. R. PALMER CONTINUES THE DISCUSSION IN THIS ISSUE.)

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THE MODULE—

A NEW MODE FOR GAINING FLEXIBILITY

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MINNETONKA, MINNESOTA

THE MASTER SCHEDULE OF CLASSES IS ONE OF THE BEST AVAILABLE REPRESENTATIONS OF A PHILOSOPHY OF EDUCATION. IN MANY WAYS IT READS LIKE A BOOK RATHER THAN A CHART.

THE BOOK ON THE TRADITIONAL SCHEDULE MAKES A NUMBER OF ASSUMPTIONS, SOME OF WHICH ARE NOTED HERE.

1. ALMOST ALL SUBJECTS DESERVE EQUAL AMOUNTS OF TIME IN THE SCHOOL DAY.
2. ALL BOYS AND GIRLS NEED EQUAL EXPOSURE TO EVERY SUBJECT.
3. EVERY TEACHER HAS THE SAME ABILITY AND INTEREST IN TEACHING A GIVEN SUBJECT.
4. THERE IS SOMETHING SACRED ABOUT THE 60 MINUTE PERIOD AND THE 6 PERIOD DAY.

YET ONE HAS LITTLE OR NO RIGHT TO MAKE ANY OF THESE ASSUMPTIONS. ON MOST COUNTS THESE ASSUMPTIONS SHOULD BE DISCARDED.

THE BOOK ON THE FLEXIBLE SCHEDULE READS DIFFERENTLY. FIRST, THOUGH, LOOK AT THE WORDS FLEXIBLE AND MODULE, WORDS USED COMMONLY IN CONNECTION WITH CHANGING THOUGHTS ON SCHEDULING. THERE IS NOTHING MAGIC ABOUT EITHER WORD; NEITHER IS IN ITSELF A "CURE-ALL" NOR A "SOLUTION". A MODULE SUGGESTS NOTHING MORE THAN A SHORT AND FLEXIBLE SEGMENT OF TIME. FLEXIBILITY IN TURN SUGGESTS AN OPPORTUNITY TO ARRANGE LEARNING TIME MORE EFFECTIVELY.

BEFORE LOOKING MORE CAREFULLY AT ONE POINT OF VIEW REGARDING THE FLEXIBLE SCHEDULE, ONE NEEDS TO ASK THE QUESTION, "WHAT SHOULD THE MASTER SCHEDULE DO?"

1. IT SHOULD PROVIDE FOR THE BEST POSSIBLE USE OF TEACHER TALENTS, SPACE, TIME AND EQUIPMENT TO THE GREATEST ADVANTAGE OF THE STUDENTS.
2. IT SHOULD PROVIDE EVERY OPPORTUNITY FOR TEACHERS, INDIVIDUALLY AND AS A FACULTY, TO ACHIEVE WHAT THEY ARE POTENTIALLY CAPABLE OF ACHIEVING.
3. IT SHOULD BRING STUDENTS AND TEACHERS TOGETHER IN THE BEST POSSIBLE COMBINATION OF CIRCUMSTANCES.
4. IT SHOULD REFLECT RECOGNITION OF THE INDIVIDUAL AND HUMAN QUALITIES OF EVERY STUDENT AND TEACHER.

IN WORKING TOWARD THE DEVELOPMENT OF AN IDEAL MASTER SCHEDULE, THERE ARE A FEW IMPORTANT CONDITIONS TO BEAR IN MIND. AND THESE ARE CONDITIONS THAT DICTATE THE NEED FOR MUCH FLEXIBILITY IN SCHEDULE DEVELOPMENT. EACH OF THESE CONDITIONS MUST BE CONSIDERED VERY CAREFULLY BY ITSELF AS WELL AS IN CONNECTION WITH THE OTHER FOUR. BENEATH MOST OF THESE CONDITIONS IS INDICATED EVIDENCE OF SOME EFFORT IN THE DIRECTION OF THIS OBJECTIVE IN THE MODERN LANGUAGE PROGRAM AT MINNETONKA EAST JUNIOR HIGH SCHOOL.

1. THE SIZE OF ANY GROUP MUST BE <u>APPROPRIATE</u> TO ITS <u>PURPOSE</u>.

(FIFTEEN SECTIONS OF FRENCH AVERAGE 22 STUDENTS PER CLASS. SEV-

ENTH GRADE, EIGHTH GRADE AND BEGINNING NINTH GRADE FRENCH CLASSES AVERAGE 20 STUDENTS PER CLASS.)

2. THE COMPOSITION OF ANY GROUP MUST BE APPROPRIATE TO ITS PURPOSE.
3. THE TIME ALLOTMENTS ASSIGNED TO ANY GROUP MUST BE APPROPRIATE TO ITS PURPOSE.

   (ONE MODULE OF LANGUAGE STUDY PER DAY IS PROVING QUITE IDEAL FOR THE CONVERSATIONAL APPROACH TO THE STUDY OF FOREIGN LANGUAGES. IT SUITS WELL THE ATTENTION SPAN OF SEVENTH AND EIGHTH GRADE STUDENTS AS WELL AS PROVIDING FOR THE NECESSARY CONTINUITY IN LANGUAGE STUDY.)
4. THE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT MUST BE APPROPRIATE TO THE ACTIVITIES OF THE GROUP.

   (TWO ROOMS SOMEWHAT SEPARATED FROM OTHER ROOMS ARE USED ALMOST EXCLUSIVELY FOR FOREIGN LANGUAGE INSTRUCTION. ONE OF THE TWO ROOMS IS OUTFITTED AS A LANGUAGE LABORATORY, AND AN ADJACENT DIVIDABLE CONFERENCE ROOM IS WELL SUITED TO SMALL GROUP LANGUAGE STUDY.)
5. THE NATURE OF A TASK ASSIGNED TO A STAFF MEMBER MUST BE APPROPRIATE TO HIS TALENTS AND INTERESTS.

   (TEACHERS OF MODERN FOREIGN LANGUAGE TEACH FULL TIME IN THEIR MAJOR AREA OF INTEREST AND PREPARATION. AND IN VIEW OF THE NUMBER OF STUDENTS EACH OF THESE TEACHERS MEETS A DAY, NO LANGUAGE TEACHER HAS A CURRICULAR OR EXTRA CURRICULAR ASSIGNMENT BEYOND TEN MODULES OF CLASSROOM INSTRUCTION.)

THE SCHOOL DAY AT MINNETONKA EAST JUNIOR HIGH SCHOOL CONSISTS OF 15 TIME MODULES OF 28 MINUTES EACH. STUDENTS USE 14 OF THESE MODULES FOR CLASSES AND 1 FOR LUNCH. TEACHERS HAVE TEACHING RESPONSIBILITIES IN 10 OF THESE MODULES, SOME ADDITIONAL RESPONSIBILITY IN AN 11TH MODULE, 3 OR 4 MODULES FOR PREPARATION AND EVALUATION, AND 1 MODULE FOR LUNCH.

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CURRICULUM

MINNETONKA EAST JUNIOR HIGH SCHOOL

GRADE 7

REQUIRED

(*)
2 ENGLISH
2 MATHEMATICS
2 PHYSICAL EDUCATION
2 GEOGRAPHY
2 BIOLOGICAL SCIENCES
2 ART (1 SEM.) (ALL)
2 HOME ECONOMICS (1 SEM.)(G)
2 INDUSTRIAL ARTS (1 SEM.)(B)

ELECTIVES

GROUP I (SELECT 1)
1 BAND
1 MUSIC APPRECIATION

GROUP II (SELECT 1)
1 DEVELOPMENTAL READING
1 FRENCH
1 SPANISH

GRADE 8

REQUIRED

(*)
2 ENGLISH
2 MATHEMATICS
2 PHYSICAL EDUCATION
2 GOVERNMENT
2 EARTH SCIENCES
2 ART (1 SEM.)(ALL)
2 HOME ECONOMICS (1 SEM.)(G)
2 INDUSTRIAL ARTS (1 SEM.)(B)

ELECTIVES

GROUP I (SELECT 1)
1 BAND
1 CHORUS
1 MUSIC APPRECIATION

GROUP II (SELECT 1)
1 DEVELOPMENTAL READING
1 FRENCH
1 SPANISH

GRADE 9

REQUIRED

(*)
2 ENGLISH
2 MATHEMATICS
2 PHY. ED.
2 AMERICAN HIS.
2 PHYS. SCIENCES

ELECTIVES

(SELECT 4 MODULES OF CLASSES)
2 ART
1 BAND
1 CHORUS
2 FRENCH I
2 FRENCH II
2 HOME ECONOMICS
2 INDUSTRIAL ARTS
2 LATIN I
2 SPANISH I
2 SPANISH II
1 SPEECH
1 OR 2 INDEPENDENT STUDY

* THE NUMBER PRECEDING EACH COURSE OFFERED INDICATES THE NUMBER OF MODULES PER DAY THAT A STUDENT IS IN THAT CLASS EVERY DAY OF THE SCHOOL YEAR.

TYPICAL CLASS SCHEDULES

	7TH GRADE GIRL	8TH GRADE BOY	9TH GRADE BOY
1	SCIENCE	ART & INDUSTRIAL ARTS	BAND
2			INDEPENDENT STUDY
3	GEOGRAPHY	GLEE CLUB	PHYSICAL EDUCATION
4		FRENCH	
5	FRENCH	SCIENCE	LATIN
6	MUSIC		
7	ENGLISH	PHYSICAL EDUCATION	LUNCH
8			MATH
9	LUNCH	LUNCH	
10	PHYSICAL EDUCATION	ENGLISH	ENGLISH
11			
12	MATH	MATH	SCIENCE
13			
14	HOME ECONOMICS & ART	GOVERNMENT	AMERICAN HISTORY
15			

TYPICAL TEACHER SCHEDULES

	TEACHER OF MUSIC	TEACHER OF ENGLISH	TEACHER OF SPANISH	TEACHER OF FRENCH
1	MUSIC 7		SPANISH 7	FRENCH 8
2	MUSIC 7		SPANISH 7	FRENCH 8
3	GLEE CLUB	ENGLISH 7		FRENCH 8
4	CHORUS			FRENCH 8
5		ENGLISH 7	SPANISH 7	
6	MUSIC 7			
7	MUSIC 7	ENGLISH 7		
8		LUNCH	SPANISH 9	
9		ENGLISH 7		
10		ENGLISH 7		FRENCH 9
11				
12	MUSIC 7		SPANISH 9	FRENCH 9
13	MUSIC 7			
14	MUSIC 7	ENGLISH 7		FRENCH 9
15	MUSIC 7			

NOTE: THE AVERAGE CLASS SIZE FOR ALL SUBJECTS EXCEPT BAND AND CHORUS IS 25 STUDENTS.

THIS SCHEDULE MAKES IT POSSIBLE FOR BOYS AND GIRLS TO FOLLOW A SEQUENCE OF COURSES, INCLUDING FOREIGN LANGUAGES, THROUGH THE THREE YEARS OF JUNIOR HIGH SCHOOL. IT ALSO MAKES IT POSSIBLE FOR A STUDENT TO TRY AN ELECTIVE COURSE WITHOUT BEING COMMITTED TO A SECOND YEAR IN THE EVENT THIS COURSE "IS NOT FOR HIM".

A STUDENT MAY BEGIN SPANISH OR FRENCH IN GRADE 7 OR GRADE 9. THE FOREIGN LANGUAGE IN THE 8TH GRADE IS A CONTINUATION OF THE 7TH GRADE PROGRAM JUST AS SPANISH II AND FRENCH II AT THE 9TH GRADE LEVEL ARE CONTINUATIONS OF THE 8TH GRADE PROGRAM. LATIN IS OFFERED FOR THE FIRST TIME IN GRADE 9. ALL LANGUAGES BEGUN IN THE JUNIOR HIGH SCHOOL MAY BE CONTINUED THROUGH GRADE 12 IN THE SENIOR HIGH SCHOOL.

THIS SCHEDULE IS NOTHING MORE THAN A MODIFICATION OF A SEVEN PERIOD DAY. BUT IT DOES PROVIDE FEATURES THAT ARE WELL SUITED TO THE EDUCATIONAL PROGRAM OF THIS SCHOOL. AT THE SAME TIME, HOWEVER, IT SHOULD BE RECOGNIZED THAT THIS SCHEDULE IS NOT APPROPRIATE TO EVERY SITUATION. EVERY SCHEDULE MUST BE DEVELOPED TO FIT AN INDIVIDUAL SITUATION.

THIS SCHEDULE REPRESENTS ONLY A STAGE IN SCHEDULE IMPROVEMENT. ALONG WITH THIS GOES THE RECOGNITION THAT IN ALL PROBABILITY NO SCHEDULE WILL IN THE FUTURE BE GOOD FOR MORE THAN ONE YEAR. A SCHEDULE MUST SERVE AND SUIT A RAPIDLY CHANGING EDUCATIONAL PROGRAM IN A RAPIDLY CHANGING WORLD.